CHAPTER V
FINDINGS, DISCUSSIONS & SUGGESTIONS

5.1. Introduction

In the present study, the investigator analysed the learning difficulties faced by Tamil medium students through English medium at college level and their academic achievement in Thoothukudi, Tirunelveli and Kanyakumari districts. In the first chapter, the investigator has given an introduction on learning difficulties faced by Tamil medium students through English medium at college level and academic achievement. The second chapter deals with the review of related literature. The investigator referred Indian and foreign studies on learning difficulties, medium of instruction and academic achievement. In the third chapter, the investigator discussed about the methodology of the study. The fourth chapter deals with the analysis of data which are given in tabular form and interpretations are also given. This chapter deals with the findings, discussions, educational implications, suggestions for further research and conclusion.

5.2. Findings

The finding of the study are given under three sections (i) Findings on Differential Analysis, (ii) Findings on Relational Analysis and (iii) Findings on Assessment of Learning Difficulties.
5.2.1. Findings on Differential Analysis

1. The level of learning difficulties faced by Tamil medium students through English medium at College Level is moderate in total and different dimensions such as anthropological, listening and reading, social, psychological, technical, linguistic, cultural, environmental, locality and economical.

2. There is no significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in different dimensions - anthropological, social, psychological, technical and cultural with respect to gender.

3. There is significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in total and in different dimensions - listening and reading, linguistic, environmental, locality and economical with respect to gender.

4. There is no significant difference among the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in different dimensions - listening and reading, cultural and economical with respect to type of management.

5. There is significant difference among the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in total and in different dimensions - anthropological,
social, psychological, technical, linguistic, environmental and locality with respect to type of management.

6. There is no significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in learning difficulties dimensions - anthropological, listening and reading, social, technical, linguistic, cultural, locality and economical with respect to locality of the school.

7. There is significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in total and in different dimensions - psychological and environmental with respect to locality of the school.

8. There is no significant difference among the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in different dimensions - listening and reading, technical, linguistic, cultural, environmental, locality and economical with respect to community.

9. There is significant difference among the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in total and in different dimensions - anthropological, social and psychological with respect to community.

10. There is no significant difference among the mean scores of learning difficulties faced by Tamil medium students through English medium at
college level in different dimension - listening and reading with respect to religion.

11. There is significant difference among the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in total and in different dimensions - anthropological, social, psychological, technical, linguistic, cultural, environmental, locality and economical with respect to religion.

12. There is no significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in different dimensions - social, technical, linguistic, cultural, environmental and economical with respect to accommodation.

13. There is significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in total and in different dimensions - anthropological, listening and reading, psychological, and locality with respect to accommodation.

14. There is no significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in learning difficulties in total and in different dimensions such as anthropological, listening and reading, social, psychological, technical, linguistic, cultural, environmental, locality and economical with respect to locality of the student.
15. There is no significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in different dimensions - listening and reading, social, psychological, technical and linguistic with respect to subject.

16. There is significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in total and in different dimensions - anthropological, cultural, environmental, locality and economical with respect to subject.

17. There is no significant difference among the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in total and different dimensions - listening and reading, social, psychological, technical, linguistic, cultural, environmental, locality and economical with respect to District of study.

18. There is significant difference among the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in the dimension - anthropological with respect to district of study.

19. There is significant associateship between the level of learning difficulties faced by Tamil medium students through English medium at college level and their parents’ educational qualification.
20. There is significant associateship between the level of learning difficulties faced by Tamil medium students through English medium at college level and their parents’ occupation.

21. There is significant associateship between the level of learning difficulties faced by Tamil medium students through English medium at college level and their parents’ annual income.

22. The level of academic achievement of students from Tamil medium through English medium at College level is moderate.

23. There is significant difference between the mean scores of academic achievement of students from Tamil medium through English medium at college level with respect to gender.

24. There is significant difference among the mean scores of academic achievement of students from Tamil medium through English medium at college level with respect to type of management.

25. There is significant difference between the mean scores of academic achievement of students from Tamil medium through English medium at college level with respect to locality of the school.

26. There is significant difference among the mean scores of academic achievement of students from Tamil medium through English medium at college level with respect to community.
27. There is significant difference among the mean scores of academic achievement of students from Tamil medium through English medium at college level with respect to religion.

28. There is significant difference between the mean scores of academic achievement of students from Tamil medium through English medium at college level with respect to accommodation.

29. There is significant difference between the mean scores of academic achievement of students from Tamil medium through English medium at college level with respect to locality of the student.

30. There is significant difference between the mean scores of academic achievement of students from Tamil medium through English medium at college level with respect to subject.

31. There is significant difference among the mean scores of academic achievement of students from Tamil medium through English medium at college level with respect to district of study.

32. There is significant associateship between the level of academic achievement of students from Tamil medium students through English medium at college level is dependent and their parents’ educational qualification.

33. There is significant associateship between the level of academic achievement of students from Tamil medium students through English medium at college level is dependent and their parents’ occupation.
34. There is significant associateship between the level of academic achievement of students from Tamil medium students through English medium at college level is dependent and their parents’ annual income.

5.2.2. Findings on Relational Analysis

35. There is no significant relationship between the academic achievement and the learning difficulties faced by the Tamil medium students through English medium at college level in different dimensions such as anthropological, linguistic, environmental and locality.

36. There is significant relationship between the academic achievement and the learning difficulties faced by the Tamil medium students through English medium at college level in total and in different dimensions such as listening and reading, social, psychological, technical, cultural and economical.

5.2.3. Findings on Assessment of Learning Difficulties

37. Of all the learning difficulties the dimension ‘Anthropological difficulties’ is ranked in the first place in terms of difficulty faced by the Tamil medium students through English medium at college level.

5.3. Conclusions and Discussions

The level of learning difficulties faced by Tamil medium students through English medium at College Level is moderate in total and different dimensions such as anthropological, listening and reading, social, psychological, technical, linguistic, cultural, environmental, locality and
economical. It is concluded that majority of the students (nearly 85%) affect on learning difficulties from Tamil medium through English medium at college level. This may be due to the fact that the students from Tamil medium, face new educational environment in learning through English medium.

The results of the present study revealed that learning difficulties faced by male Tamil medium students through English medium at college level are more than that of their counterparts in total and in different dimensions - listening and reading, linguistic, environmental, locality and economical. The result of the present study is dissimilar to the findings of Supriya (1986) and Arena and Vijayal (2001). The reason may be the situational environment in the college. Male students lack motivation to converse in English and the male has higher level of family’s economical responsibility than a female. This leads many to acquire a part-time job, become independent and also improve academic performance.

The results of the present investigation concluded that the students of aided colleges have more learning difficulties than the students of autonomous, self-financing and government colleges in total and different dimensions – social difficulties, psychological difficulties and technical difficulties; and the students of autonomous colleges have more learning difficulties than the students of aided, self-financing and government colleges in the dimensions – linguistic difficulties, environmental difficulties and
locality difficulties. This may be due to the reason that the aided colleges admit the students with average and below average candidates in their institutions through management quota system; and in the autonomous colleges mainly aims to focus on academic performances and higher expectations in order to achieve a high social status in society.

It is also concluded that the students of government colleges have more learning difficulties than the students of autonomous, aided and self-financing colleges in the dimensions – anthropological. This may be due to the fact that the students in the government colleges are not stressed with external forces like the rigidity of the management and there is less emphasis with regards to career guidance, participation in inter-collegiate seminars, training in personality development etc.

From the results of the present study it is inferred that learning difficulties faced by Tamil medium students through English medium at college level who are studying in schools in urban area are more than that of the students who are studying in rural area schools in total and in different dimensions – psychology and environmental. This may be due to aptitude variation of different college students and comparison within them leads to inferiority complex.

The result of the present investigation revealed that the SC students have more learning difficulties than the OC, BC and MBC students in total and in the dimensions - anthropological difficulties, social difficulties,
and psychological difficulties. The findings of the present study are similar to findings of *Bindhukala (2005)*. This may be due to fact that the illiteracy of the parents, lack of motivation by the elders of the society, minimum proper guidance and their inner feeling of non-recognition in the society.

The result of the present study revealed that the Hindu students have more learning difficulties than the Muslim and Christian students in total and in the dimensions - anthropological difficulties, social difficulties, psychological difficulties, technical difficulties, linguistic difficulties, cultural difficulties, environmental difficulties, locality difficulties and economical difficulties. The findings the present study is similar to the findings of *Bindhukala (2005)*; and *Gilbert (2009)* that there is significant difference between Hindus and Christians in problems faced by high school students in learning Mathematics. The findings of the present study are contrary to the findings of *Bindhukala (2005)* that there is significant difference between Hindus and Muslims; and Muslims and Christians in problems faced by high school students in learning Mathematics. This may due to the reason that Christians and Muslims are having more interaction with their religion and community atmosphere when compared to the Hindu students.

The present investigation revealed that learning difficulties faced by Tamil medium students through English medium at college level who stay in hostels are more than that of the students who are day scholars staying at home in total and in different dimensions - anthropological, listening and
reading, psychological, and locality. The reason may be due to the fact that students staying in residence avail exposures, consultation with toppers in neighbouring streets, are subjected to parents’ involvement, parents’ personal care and are often compared with students in neighbouring apartments who are studying in different colleges and private study centres or tuition classes. But in the case of hostelers, they are facing lack of parents’ care and concern, often quarrel with other hostelers and experience non-availability of basic needs and infrastructure.

The result of the present study showed that there is no significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in learning difficulties in total and in different dimensions such as anthropological, listening and reading, social, psychological, technical, linguistic, cultural, environmental, locality and economical with respect to locality of the student. It is concluded that the college students of both rural and urban areas have experience or less equal learning difficulties from Tamil medium through English medium in the study area.

With regard to the background variable subject, the present study revealed that learning difficulties faced by Tamil medium students who are studying in arts group through English medium at college level experience more difficulty than that of the students who are studying in science group in total and in different dimensions - anthropological, cultural, environmental,
locality and economical. This may be due to the reason that the science students have higher stimulation of mind due to calculation, use of formulas and data are quick in picking-up of linguistic competency and their terminologies in the subjects which remain status quo from lower classes and higher classes which promotes easy way of learning capability whereas it is not concurrent for arts group students.

The results of the present study showed that the students whose parents’ educational qualification is school level have more learning difficulties than the students whose parents’ educational qualification are college level and technical level in total and in the dimensions - listening and reading difficulties, social difficulties, psychological difficulties, technical difficulties, linguistic difficulties, cultural difficulties, environmental difficulties, locality difficulties and economical difficulties. This may be due to fact that parents’ educational setup, their interactions with their wards in the family, motivation and special care on future expectation about the career of their children which is inadequate with lower educated parents.

The present investigation revealed that the students whose parents’ occupation is coolie have more learning difficulties than the students whose parents’ occupation are government and private in total and in the dimensions – listening and reading difficulties, linguistic difficulties, environmental difficulties, locality difficulties and economical difficulties. This may be due to the reason that the students whose parents’ occupation is
coolie have the mind set up of the parents’ occupational group, lack of knowledge in higher education and its usage, no proper and sufficient mingling with educated people and surroundings and lack of proper income which prevents them from providing their children sufficient facility of education, private coaching and guidelines.

The present study also revealed that there is no significant difference between the mean scores of learning difficulties faced by Tamil medium students through English medium at college level in total and in different dimensions such as anthropological, listening and reading, social, psychological, technical, linguistic, cultural, environmental, locality and economical with respect to parents’ annual income. It is concluded that the college students whose parents’ annual income is less than Rs.1,00,000 and more than Rs.1,00,000 have more or less similar learning difficulties from Tamil medium through English medium in the study area.

The result of the study revealed that the students studying in Thoothukudi district have more learning difficulties in the dimension – anthropological than the students studying in Tirunelveli and Kanyakumari districts. The government of Tamil Nadu has announced that Kanyakumari district has achieved 100 per cent literacy in Tamil Nadu and hence this may be the reason for the students studying in Kanyakmuari district have less learning difficulties from Tamil medium to English medium at college level than the students of other districts such as Thoothukudi and Tirunelveli.
The present study disclosed that the female students from Tamil medium through English medium at college level have more academic achievement than that of their counterparts. The findings of the present study are similar to the findings of Sarasamma (1984) and Trivedi & Bhargava (2010) and contrary to the findings of Barca & Dori (2003). This may be due to the fact that female students concentrate more on study at home, have a seriousness regarding future and receive greater domestic control by parents.

The present investigation revealed that the students of autonomous colleges have more academic achievement than the students of aided, self-financing and government colleges. The finding of the present study is related to the findings of Danges & Parveen (2007) and opposite with the finding of Surekha (2008) and Manorajan Panda (2005). This may be due to the fact that in the autonomous colleges, the students are learning with competitive spirit, academic based syllabus, performances, orientation and free evaluation.

The present study unveiled that the urban school students from Tamil medium through English medium at college level have more academic achievement than that of rural school students. This may be due to the fact that the students studying in urban colleges have more infrastructure facilities, availability of private tuition and contact friendship with similar schoolmates.
The present study revealed that the students of OC have more academic achievement than the students of BC, MBC and SC. This may be due to the reason that the OC students avail of their parents’ social status, proper guidance, education and having facility. Further compared to other children they possess competitive motivation and hereditary traits.

The findings of the present study revealed that the students from Tamil medium through English medium at college level in hostel have more academic achievement than that the students staying in own home. The finding of the present investigation is comparable to the findings of Nagaraja (2006). This may be due to the reason that the students in hostels have scheduled life, more availability of study time, fear of beatings and the supervision by the residential supervisors.

The present study revealed that the urban area students from Tamil medium through English medium at college level have better academic achievement than that of rural area students. The finding of the present investigation is incorporated with the findings of Geetha (2000) and Marks & Bzufka (2000). This may be the reason that the urban area students excel in academics through an availability of pedagogical techniques such as internet, computer and easy means of private studies and proper guidance, etc.

The results of the study indicated that the science group students from Tamil medium through English medium at college level have better academic achievement than that of arts group students. This may be due to
the fact that normally science group students have more memory power and vocabulary when compared to the arts group students.

The present study indicated that the students whose parents’ educational qualification is college level have more academic achievement than the students whose parents’ educational qualification are school level and technical level. This may be due to the fact that the students whose parents with higher level of education have received proper guidance, motivation and study material needed.

The present investigation disclosed that the students whose parents’ occupation is government has more academic achievement than the students whose parents’ occupation are private and coolie. This may be due to the fact that the government employees have more chances to communicate with educated people when compared to the private employees and coolies which lead the government employees to provide proper guidelines, infrastructure facilities, study material needed to their wards to achieve high marks.

The present study revealed that no significant difference exists in the academic achievement of students from Tamil medium through English medium at college with respect to parents’ annual income.

The results of present study inferred that the students studying in Kanyakumari district have better academic achievement than the students
studying in Thoothukudi and Tirunelveli districts. This may be due to the fact that in Kanyakumari district, parents have received higher education, work abroad and have greater financial background and show greater concern for their children’s education.

With regard to relational analysis, the findings of the present study revealed that the academic achievement is inversely proportional to the learning difficulties in total and in different dimensions - listening and reading difficulties, social difficulties, psychological difficulties, technical difficulties, cultural difficulties and economic difficulties. It is concluded that if learning difficulties increases then achievement decreases and vice-versa.

The present study inferred that that the level of learning difficulties faced by the Tamil medium through English medium at college level is dependent on their parents’ educational qualification, parent’s occupation and parents’ annual income. This may be due to the fact that these three independent variables such as parents’ education, occupation and annual income, control the learning process of their children.

The present investigation indicated that the level of academic achievement of students from Tamil medium through English medium at college level is dependent on their parents’ educational qualification, parents’ occupation and parents’ annual income. This may also be due to parents’ motivation, providing of infrastructure facilities and better study materials and providing facility for private study.
5.4. Educational Implications

As English occupies an important position in our country it has to be taught to the children in schools. The school stage is the right age in life to learn anything new. Many research undertaken prove that a second language can be acquired and learnt easily at the age of seven. Hence Tamil Nadu government has introduced English in primary schools. Learning difficulties are found among the students exposed in various situations. One such situation is the bilingual teaching method followed in the classroom. From the beginning of the primary level, English must be taught to the students in a simple manner and scientific terms must be introduced through the same simple method. First generation learners must take more effort to learn English and their parents also should motivate their learning activities, create awareness to read English articles, Science articles and magazines. Scientific equipments and scientific infrastructure can promote the students to get clear idea about the science experiments at the school level. Teachers must boost the students with a soft cornered nature, so that the students can freely express their ideas and suggestions inside the classroom. It will remove the psychological fear promote the socialization among the students.

English is so widely spoken; it has often been referred to as a “world language”, the lingua Franca of the modern era. English is also the most commonly used language in Science. English is the appropriate medium for children and people who migrate very often from one place to another
due to occupational needs. Their children cannot take up any particular regional language all on a sudden and hence they have to study in the English medium classes.

English Proficiency can be enriched if the teachers use more English in the classroom. They should encourage the learners to speak in English. Teacher should give equal importance to both written and spoken English in the classroom and home also. Teachers should aim at developing the language skills of the pupils through practice rather than teaching through old methods.

The English teacher and other subject teachers should encourage classroom interaction and make the pupils speak and write grammatically correct sentences. Seminars and debates can be conducted in school to develop self-confidence in children to express themselves in correct English. The facilities of language laboratory can be used to enrich proficiency in English language. In order to develop poetic rhyme and rhythm teachers can make use of audio cassettes and CDs.

Teachers should be conscious of his/her speech, should not allow his/her first language to interfere when he/she speaks in English. Vocabulary can be taught through various interesting games like Name game, Guess the word, etc. which will enable the students to learn English with interest. Prose, Poetry and other subjects can be taught by using techniques like teaching by Demonstration, teaching using pictures etc.
The Audio-lingual method brought in new insights both in theory and practice and also gained much popularity. A positive indication is present, as the studies prove, when the learner’s attention is directed to the form of the target language while he negotiates meaning in a text.

The most serious ailment that afflicts the body of English language education is the teacher’s own cumulative but poorly inadequate language background which he has acquired at three levels. First, at the school level, where little exposure to the day to day communicative language was available; second at the college/university level wherein little supplementary/ complementary language awareness was achieved though the curricula were crowded with titles of great literary masterpieces; finally, and also most importantly the not very impressive teacher education which the average Indian colleges of teacher education and university departments of education provided and still continue to provide.

The type and quality of instructional materials and equipments play an important role in the efficiency of the school’s instruction. Classrooms, textbooks, equipment, school supplied and other instructional materials are needed to acquire good English learning conditions. The quality and type of instructional materials used affects the choice of educational objectives.

Another method for improving English language teaching learning process is promoting group activities and using Interactive Whiteboards. The
Interactive Whiteboards enable students to engage in group discussions by freeing them from individual note taking.

Then the teacher can use multimedia resources like graphics and animations, pictures, films, presentation tools etc. By using these multimedia resources, it helps the students learn at their own pace and it increases their cognitive, affective and psychomotor domain.

5.5. Suggestions for Further Study

1. The present study was conducted only for students of Arts and Science subjects. Similar study may also be conducted among students of other subject students.

2. Similar studies may be conducted on some other internal variables.

3. Similar studies may be conducted on other areas.

4. Similar studies can be carried out in the field of teaching.

5. Correlations study can be carried out from the students studied through Tamil medium and English medium.

6. Similar studies may be conducted in other regional languages.